

**Texas Education Agency
Standard Application System (SAS)**

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Program authority:	P.L. 107-110ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	
Submittal information:	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Diego ISD	066-902	Collins-Parr Elementary 066-902-101	N/A
Vendor ID #	ESC Region #	DUNS #	
74-6002230	2	152822326	
Mailing address		City	State ZIP Code
609 W. Labbe Avenue		San Diego	TX 78384-3499

Primary Contact

First name	M.I.	Last name	Title
Gracie		Pizzini	Director of Educational Services
Telephone #	Email address		FAX #
(361) 279-3382	gpizzini@sdisd.us		(361) 279-3388

Secondary Contact

First name	M.I.	Last name	Title
Linda	V.	Alaniz	Grants Manager
Telephone #	Email address		FAX #
(956) 365-4100	lalaniz8007@att.net		(866)600-0374

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Samuel		Bueno	Superintendent
Telephone #	Email address		FAX #
(361) 279-3382	sbueno1@sdisd.esc2.net		(361) 279-3388

Signature (blue ink preferred)

Date signed

Samuel Bueno

8/23/16

701-16-105-010

Schedule #1—General InformationCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the Transformation Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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	<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas State-Design Model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> Improves student academic achievement or attainment Is implemented for all students in the school Addresses in a comprehensive and coordinated manner: <ul style="list-style-type: none"> improvement in school leadership improvement in teaching and learning in academic content areas professional learning for educators student non-academic supports <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. Provide a rigorous course of study that enables students to receive a high school diploma and complete

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- the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
 4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
 5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
 - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
 - (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:
- 1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
 - 2. Offer full-day kindergarten.
 - 3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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- (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
 5. Replace the principal who led the school prior to the commencement of the early learning model.
 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
 9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:
1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

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	<ol style="list-style-type: none"> 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner: <ol style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the Restart Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ol style="list-style-type: none"> significant improvement in academic achievement success in closing achievement gaps either within a school or relative to other public schools High school graduation rates No significant compliance issues in the areas of civil rights, financial management and student safety. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the Closure Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a rural LEA applicant may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>
18.	<p>The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.</p>

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19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request

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Schedule #4—Request for Amendment(cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Collins-Parr Elementary is a Focus eligible campus comprised of eager, motivated, and enthusiastic campus/district personnel, including a new Principal, ready to make significant school improvements. If awarded, the campus will utilize grant funds to implement a high-quality preschool program utilizing the **Early Learning Intervention Model**. The program will include structural elements that are evidence-based and nationally recognized for ensuring accelerated campus achievement, will implement new strategies to ensure profound and radical systematic transformation takes place, and will continue to build on district/campus personnel buy-in in order to sustain the reform long-term.

Vision and Focus for School Reform: The district/campus team's vision is vividly clear that we must exit Focus status. Therefore, the district/campus grant team has designed a program that demonstrates a clear ability to benefit from grant resources based on a clear vision for school reform, secured district/campus commitments, and existing capacity and resources. The team has discussed the importance of well-planned organizational and communication structures that should enable reforms to take place. **(10 pts.)** In order to ensure the success of the program in implementing long-term reforms, Collins-Parr Elementary administration will continue beyond the grant design to work with staff, students and community members to ensure that the vision remains clear, compelling, and connected to teaching and learning. This collective vision will help the campus to focus on what is important, motivate staff and students, and increase the sense of shared responsibility for student learning. The grant funds will help the campus implement school reform through the implementation of the following measures:

- Enhancing the full-day kindergarten program;
- Expanding the preschool program;
- Ensuring staff includes a teacher with a bachelor's degree in early childhood education or a field within a state-approved alternative program;
- Providing high-quality professional development training to all staff;
- Restructuring classes to ensure class sizes do not exceed 20 students and child-to-instructional ratio is no more than 10:1 in Pre-Kindergarten and Kindergarten;
- Reviewing instructional salaries in order to ensure that they are comparable to the salaries of local K-5 staff;
- Providing comprehensive services that encourages parental involvement;
- Improving students access to technology and curriculum that is research-based and proven to increase students' academic performance; and
- Partnering with an independent evaluator that will conduct surveys, review data, and do classroom walk-throughs in order to identify areas of concerns.

Sense of Urgent Need for Change: The district/campus personnel and school board understand the urgent need for change. Currently, the campus contributes to the State's achievement gap by having deficiencies in the academic performance of student subgroups over a number of years. So, the vision for school reform and staff accountability will be clearly communicated to and understood by students, parents, school professionals and the community.

High Expectations for Results- High academic expectations will be placed on students and staff. Staff accountability and school reform measures will be made clear. This will include: 1.) Campus staff may face termination or may **not** have their contracts renewed; and 2.) Campus staff may be reassigned to a different campus.

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Schedule #5—Program Executive Summary(cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In order to meet high expectations academically, milestones have been identified that will be used to measure whether or not the campus is on track. These milestones will serve as process-based objectives that will help ensure that procedures, activities, and services are being conducted. Data will be collected through surveys, test and classroom grades, and PEIMS reports in order to monitor Performance Measures and determine whether the program is being successful in showing program growth. The following objectives will serve milestones:

PROGRAM OBJECTIVES

Objectives	Critical Success Factor
Increase the percentage of students who pass the STAAR reading test from 63% to 66% by the end of Year 2 and will have a minimum of a 3% increase each subsequent year.	Improve academic performance
Increase the percentage of students who pass the STAAR writing test from 53% to 63% by the end of Year 2 and will have a minimum of a 5% increase each subsequent year.	Improve academic performance
The campus will increase their attendance rates from 93.1% to 94.1% by the end of Year 2 and will have a 1% increase each subsequent year.	Improve school climate
By Year 2, the campus will create and hold 5 new school-related functions annually for parents and community members in order to increase parental involvement.	Increase family and community engagement
By Year 2, the campus will devise 8 new instances to review data in order to refine classroom instruction, training plans, and program outcomes annually.	Increase the use of quality data to drive instruction
By Year 2, the percent of teachers that demonstrate growth/improvement in their performance from "developing and needs improvement" to "proficient" will increase from 66% to 75% and will have a minimum of a 2% growth annually.	Increased teacher quality

Operational Flexibilities that will be Afforded the Campus in a Reform Effort: The district will provide the campus with operational flexibility, to include staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement. Initiatives will include:

- Provide teachers the opportunity to attend professional development trainings that support Focus school initiatives;
- Extend learning time by 30 minutes in order to increase students' access to math and ELA academics;
- Meet with campus administrators to develop the Campus Calendar to include added opportunities to engage parents and community members in the student culture. This may include parent/teacher conferences, academic nights, etc.;
- Increased planning time provided through Professional Learning Communities; and
- Meet with instructional staff to determine what resources are needed to engage students. This may include technology, Rtl software, and student performance incentives.

Organizational Structures: The district and campus organizational structures will be revisited to ensure everyone knows who does what. In order to have an efficient and properly functioning campus, staff, students, and community will be made aware of who handles each kind of task. Administration and staff will create an organizational structure with clearly defined roles, functions, scopes of authority and systems so that everyone is working together to accomplish school reform.

Existing Capacity and Resources: The campus will build upon existing capacity and resources that are available at the campus and district level. This will include assigning teachers and staff that have a proven record of success with stipends to serve as teacher mentors, converting existing campus space to serve as computer labs, enhancing existing academic programs, and offering after-school tutorials and reading clubs in order to make significant school reform changes.

Communication Structures: The campus will schedule quarterly meetings with district and campus administration in order to review the program's progress. The meetings will be open to the public in order to encourage parent and community participation and ensure program transparency. Stakeholders will be notified of dates of meetings through campus marque; campus website; and through the parent notification service flyers, which will be posted throughout the school, community, as well as, be sent home to parents. In addition, the meetings will be uploaded to the district and campus websites so that all interested parties that could not attend can view at their own convenience.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **066-902** Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$371,216		\$742,432		\$742,432		\$742,432		\$2,598,512
Schedule #8	Professional and Contracted Services (6200)	6200	\$188,648	\$14,500	\$246,901	\$25,000	\$246,812	\$25,000	\$239,417	\$25,000	\$1,011,278
Schedule #9	Supplies and Materials (6300)	6300	\$220,284		\$140,768		\$141,368		\$140,768		\$643,188
Schedule #10	Other Operating Costs (6400)	6400	\$15,500		\$15,500		\$14,000		\$14,000		\$59,000
Schedule #11	Capital Outlay (6600)	6600	\$375,500		\$225,500		\$225,500		\$150,500		\$977,000
Consolidate Administrative Funds <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No											
Total direct costs:			\$1,171,148	\$14,500	\$1,371,101	\$25,000	\$1,370,112	\$25,000	\$1,287,117	\$25,000	\$5,288,978
1.196% indirect costs (see note):			N/A	\$14,352	N/A	\$16,899	N/A	\$16,888	N/A	\$15,883	\$64,022
Grand total of budgeted costs (add all entries in each column):			\$1,171,148	\$28,852	\$1,371,101	\$41,899	\$1,370,112	\$41,888	\$1,287,117	\$40,883	\$5,353,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$5,353,000
Percentage limit on administrative costs established for the program (5%):	x .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$267,650

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional							
1 Teacher	1		\$22,500	\$45,000	\$45,000	\$45,000	\$157,500
2 Educational aide	5		\$62,500	\$125,000	\$125,000	\$125,000	\$437,500
3 Tutor							
Program Management and Administration							
4 District Coordinator of School Improvement (DCSI)	1		\$25,000	\$50,000	\$50,000	\$50,000	\$175,000
5 Data Clerk	1		\$10,000	\$20,000	\$20,000	\$20,000	\$70,000
6							
Auxiliary							
7							
Other Employee Positions							
10							
13			\$120,000	\$240,000	\$240,000	\$240,000	\$840,000
Substitute, Extra-Duty Pay, Benefits Costs							
14 6112 Substitute pay – 25 x \$25/hour x 8 hours = \$5,000			\$2,500	\$5,000	\$5,000	\$5,000	\$17,500
15 6119 Professional staff extra-duty pay Extra-Duty Pay for Extended Learning Time – 42 x \$30/hour x 54 hours = \$68,040 Extra-Duty Pay for Instructional Planning Time – 42 x \$30/hour x 36 hours = \$45,360 Extra-Duty Pay for Tutoring - 4 x \$30 x 344 hours = \$41,280			\$77,340	\$154,680	\$154,680	\$154,680	\$541,380
16 6121 Support staff extra-duty pay							
17 6140 Employee benefits			\$56,626	\$113,252	\$113,252	\$113,252	\$396,382
Employee stipends							
18 61XX	Specify amounts and criteria to earn stipend: Principal and DCSI stipend will be based on the campus-wide percentage of students demonstrating growth from previous campus-wide percentage. • DCSI Stipend - \$4,000 • Principal Stipend - \$4,000 Teacher and Mentor/Lead Teacher stipends will be based on the class-wide percentage of students demonstrating growth from previous class-wide percentage. • Teacher Stipend – 42 x \$4,500 = \$189,000 • Mentor/Lead Teacher Stipend – 5 x \$6,500 = \$32,500		\$114,750	\$229,500	\$229,500	\$229,500	\$803,250
19	Subtotal substitute, extra-duty, benefits costs		\$251,216	\$502,432	\$502,432	\$502,432	\$1,758,512
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$371,216	\$742,432	\$742,432	\$742,432	\$2,598,512

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.**For TEA Use Only**

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land					\$0
	Specify purpose:					
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$0	\$0	\$0	\$0	\$0

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	National School Climate - Will promote a positive and sustained school climate, which includes a safe, supportive environment that nurtures social, emotional, ethical, and academic skills.	\$18,000	\$20,000	\$20,000	\$20,000	\$78,000
2	External Evaluator - Will provide professional, evaluation services to include surveys, walk-throughs, one-on-one discussion groups, and quarterly and annual reports.	\$14,500	\$25,000	\$25,000	\$25,000	\$89,500
3	Region Education Service Center - Will offer a host of professional development trainings that are designed to improve teachers' and staff's leadership abilities.	\$15,000	\$17,500	\$17,500	\$17,500	\$67,500
4	Region Education Service Center - Will be contracted to provide Instructional Coaches.	\$30,000	\$60,000	\$60,000	\$60,000	\$210,000
5	PBIS Training - Will provide professional development trainings designed to increase parental involvement, classroom management, and PBIS initiatives.	\$10,000	\$15,000	\$15,000	\$15,000	\$55,000
6	Rtl Software Training - Will provide training on math and ELA Rtl software.	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
7	STEM-related Training - Will provide training on the use of STEM-related manipulatives.	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
8	Training Consultant - Will provide a variety of professional development trainings to include: parental involvement, job-embedded administrator and teacher trainings, and mentor trainings.	\$45,648	\$74,401	\$74,312	\$66,917	\$261,278
9	Writing and Reading Training - Will provide a research-based comprehensive training plan that is designed to improve the teachers' ability to positively impact students' writing and reading skills.	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
10	Technology Trainer - Will provide training on new technology	\$35,000	\$25,000	\$25,000	\$25,000	\$110,000
b.	Subtotal of professional and contracted services:	\$203,148	\$271,901	\$271,812	\$264,417	\$1,011,278
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	\$0	\$0	\$0	\$0	\$0
	(Sum of lines a, b, and c) Grand total	\$203,148	\$271,901	\$271,812	\$264,417	\$1,011,278

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)											
County-District Number or Vendor ID: 066-902				Amendment number (for amendments only):							
Supplies and Materials Requiring Specific Approval											
Expense Item Description											
Technology Hardware- not capitalized		Purpose		Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years	
63XX	#	Type									
	1	Laptops	Will be utilized by core area teachers, DCSI, Principal, and Teacher Mentors to track students' progress, create lesson plans, complete surveys, and view online trainings.		45	\$1,000	\$45,000	\$0	\$0	\$0	\$45,000
	2	Printers	Will be utilized by TTIPS staff and students to print data results, surveys and questionnaires, as well as, classroom assignments.		10	\$800	\$8,000	\$0	\$0	\$0	\$8,000
63XX	3	Electronic Tablets	Will be utilized by economically disadvantaged students on a check-out basis to be utilized at home.		200	\$500	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
	Technology Software- not capitalized										
	Specify type/purpose:										
63XX	Textbooks/Curricular Materials										
	Specify type/ purpose: - Will provide students' with hands-on STEM-related manipulatives that are designed to increase students' participation in math and science.										
63XX	Supplies and materials to be used as student incentives										
	Specify type/ purpose: PBIS Incentives - Small incentives to be utilized to reward students for positive behavior and academic improvement.										
Supplies and Materials that do not Require Specific Approval											
6300	Supplies and materials that do not require specific approval:										
	Infrastructure - Will be utilized to purchase wires, switches, and ports needed to increase the campus's infrastructure in order to support the added technology. The campus assures it will not utilize funds for remodeling or construction purposes. (\$26,000 for Year 1 only)					\$34,784	\$8,268	\$8,868	\$8,268	\$60,188	
Miscellaneous Supplies and Materials - Will be utilized by administrators, teachers, and students throughout the duration of the grant to include: pens, pencils, paper, ink, etc.											
Grand total:					\$220,284	\$140,768	\$141,368	\$140,768	\$643,188		

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 066-902		Amendment number (for amendments only):				Total Budgeted Across all Years
Expense Item Description		Year 1	Year 2	Year 3	Year 4	
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.					
6412	Travel for students (includes registration fees; does not include field trips). Specific approval required only for nonprofit organizations. Specify purpose:					
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.					
6413	Stipends for non-employees other than those included in 6419					
6419	Non-employee costs for conferences. Requires authorization in writing.					
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.					
64XX	Advisory council/committee travel or other expenses					
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations					
	Specify name and purpose of organization:					
	Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0	\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval: Travel to attend required trainings (includes registration fees, travel, hotel, and per diem), as well as, travel to visit with previous TTIPS grantees.		\$15,500	\$15,500	\$14,000	\$14,000	\$59,000
Grand total:		\$15,500	\$15,500	\$14,000	\$14,000	\$59,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)							
County-District Number or Vendor ID: 066-902				Amendment number (for amendments only):			
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4
6669	Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A				
66XX	Computing Devices, capitalized						
2	Computers on Wheels (COWs) - Will be utilized in classrooms by students to complete assignments, access Rtl software, answer surveys, and conduct research.	15	\$25,000	\$225,000	\$75,000	\$75,000	\$0
3							
4							
5							
6							
7							
8							
66XX	Software, capitalized						
9	ELA Software - Will provide students access to ELA Rtl software that is designed to increase the Reading STAAR scores from 63% to 66% by the end of Year 2.	280	\$1,250	\$87,500	\$87,500	\$87,500	\$350,000
10	Math Software - Will provide students with access to Math Rtl software that is designed to increase the Math STAAR scores from 59% to 69% by the end of Year 2.	280	\$900	\$63,000	\$63,000	\$63,000	\$252,000
11							
12							
13							
66XX	Equipment, furniture, or vehicles						
14							
15							
6XX	Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
21							
Grand total:				\$375,500	\$225,500	\$225,500	\$150,500
							\$977,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	761		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	1	.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	748	98.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	12	1.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	566	74.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	16	2.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	56	7.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	91		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	75		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	16		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		93.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	181	62%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	173	59%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus has been identified as a Focus campus. This rating was assigned to the campus based upon the following reasons:

STAAR Test Results: A review of the TAPR results for 2012-2015 school years indicate that Collins-Parr Elementary has a history of consistently falling beneath the state's average on the number of students who meet the standard in each of the tested areas. In fact, the campus had only 59% of its students' pass all sections of the STAAR test for the 2014-2015 school year. This is 18% below the state's average of 77%. The table below illustrates that a trend exists in the campus's inability to meet state standards.

NEEDS ASSESSMENT TREND RESULTS

Year	Math		Reading		Science		Writing	
	Campus	State	Campus	State	Campus	State	Campus	State
2014-2015	59%	74%	63%	77%	54%	78%	53%	72%
2013-2014	63%	78%	65%	76%	62%	78%	55%	76%
2012-2013	48%	79%	63%	80%	56%	82%	67%	76%

Source: 2012-2013, 2013-2014, and 2014-2015 Texas Academic Performance Report (TAPR)

Student Demographics: The gaps between the campus and state standards can be attributed to the campus high percent of at-risk and economically disadvantaged students that are comprised primarily from minority groups. The table below details the campus demographics in comparison to the state's demographics.

STUDENT DEMOGRAPHICS

Year	Economically Disadvantaged		At-Risk		Hispanic Ethnicity	
	Campus	State	Campus	State	Campus	State
2014-2015	74.4%	58.8%	73.7%	51.2%	98.3%	52%
2013-2014	81.5%	60.2%	78.0%	49.9%	98.2%	51.8%
2012-2013	78.0%	60.4%	70.8%	44.7%	98.4%	51.3%

Source: 2012-2013, 2013-2014, and 2014-2015 Texas Academic Performance Report (TAPR)

Unemployment/Poverty Data: In addition to the data listed above, the data provided in the table below also details how performance at school directly impacts the students' future outcomes. Since students who do not start off on a good foundation tend to struggle throughout the rest of their education, these students tend to drop out prior to graduation, have attendance issues, and/or choose not to attend college. This leads to the high percentage of individuals in the area that are designated as living in poverty.

UNEMPLOYMENT/POVERTY DATA

Year	Unemployed		Living in Poverty	
	City	State	City	State
2013-2014	12.8%	5.2%	24.4%	17.6%
2012-2013	8.3%	5.0%	24.1%	17.4%
2011-2012	7.4%	4.7%	21.4%	17.0%

Source: 2011, 2012, and 2013 American Fact Finder

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	59		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	41	70.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3	5.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	1.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	14	23.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1	2.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	35	85.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	2	4.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	2	4.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	13	31.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	8	19.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	10	25.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	8	19.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	38,000		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	39,452		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	41,963		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	47,111		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	49,852		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	2014-2015 Texas Academic Performance Report (TAPR)
Staff with Bachelor's degree as highest level attained	35	84.5%	2014-2015 Texas Academic Performance Report (TAPR)
Staff with Master's degree as highest level attained	6	15.5%	2014-2015 Texas Academic Performance Report (TAPR)
Staff with Doctoral degree as highest level attained	0	0%	2014-2015 Texas Academic Performance Report (TAPR)

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus's proposed TTIPS Program will be utilized to better serve its students by providing training, materials, equipment, and professional development to ensure the development of highly qualified teachers, teacher aides, and administrators. **Collins-Parr Elementary** has an average class size of 19:1 compared to the state's average of 15:1. In addition, there are 41 campus teachers and only 3 educational aides employed to assist with the classroom students. When this data is coupled with the level of new teachers (11%) and 31% of the campus teachers have less than 5 years of experience, it is easy to see why a large number of students are consistently scoring below the state's standards. The new teacher pay is also well below (\$39,267) the average pay compared to the state (\$45,558). The table below shows the trends in teaching staff in conjunction with their experience, educational attainment, and pay.

CAMPUS TEACHER ASSESSMENT TRENDS

Year	Beginning Teachers (Less than 1 Year Experience)		Educational Attainment (Bachelors or Lower)		Average Pay for 5 Years or Less Experience	
	Campus	State	Campus	State	Campus	State
2014-2015	10.9%	8.5%	82.6%	76.0%	\$39,267	\$45,558
2013-2014	14.6%	8.3%	84.3%	76.3%	\$34,734	\$44,430
2012-2013	8.6%	7.0%	85.0%	76.3%	\$33,925	\$43,116

Source: 2012-2013, 2013-2014, 2014-2015 Texas Academic Performance Report (TAPR)

As can be seen in the table above, approximately 10.9% of the teachers at Collins-Parr Elementary have less than 1 year of teaching experience. These teachers' salaries are also more than \$6,000 less than the state's average. This directly impacts the students' performance since they are constantly being taught by novice teachers that lack the confidence and training to motivate the students and manage the classroom.

One of the key reasons for the high teacher turnover is the limited support and resources each teacher has available to them. There is a need for established procedures and programs in place to provide teachers with a structured training plan. Moreover, there is a need to improve teacher mentoring, collaboration, and advancement opportunities.

While the district understands the importance in providing teachers with collaborative opportunities and support, the district is faced with the difficult task of organizing and generating buy-in from teachers for this to succeed. Therefore, in order to foster an open, supportive and collaborative campus culture and encourage teachers to seek and obtain growth, the district will utilize the funds to:

- Hire a District Coordinator of School Improvement (DCSI) that will be directly responsible for organizing and overseeing the creation of the teacher support systems, to include Professional Learning Communities (PLC) and a Teacher Mentor Program;
- Provide teacher, including preschool teachers, time for joint planning across grade levels;
- Provide extra-duty pay to teachers in order to motivate them to not just attend, but to actively take part of and support the new teacher support system; and
- Identify and reward campus administrators, teachers, and other staff who, in implementing this model, have increased student achievement.

Through these milestones and measures, the district is confident that it can successfully increase the teachers' capabilities, and can also create an added sense of community within the campus. This will help ensure that teachers share in the successes and failures of the school; ultimately, exiting Focus status.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
33	97	114	96	85	109	80	0	0	0	0	0	0	0	614

Part 6: Teachers to Be Served with Grant Funds.

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	5	7	7	7	7	8	0	0	0	0	0	0	0	42

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and Activities of Data Analysis: In preparation for the submission of the Texas Title I Priority Schools (TTIPS), Cycle 5 grant, the district analyzed the needs of Collins-Parr Elementary that lead it into Focus status. Elements of the needs assessment included the review of the instructional programs that are currently being utilized at the campus, the experience/capabilities of the school leadership team, and the infrastructure that is available for student and teacher use. The goal for the district was not just to identify the areas of need, but to also identify the root cause for the problems. The following is a description of the *process* and *activities* that was utilized to conduct the needs assessment.

Needs Assessment: In conducting the campus needs assessment, the district collected and reviewed the following data:

- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental involvement documentation (sign-in sheets)
- Student and teachers accessibility to resources
- Test scores
- PEIMS 425 records
- Teacher and staff experience
- Teacher and staff recent performance evaluations
- Quality/dependability of partners and vendors
- Campus hours of operation

The district/campus team reviewed each of these areas and compared the campus and state data in order to identify which areas required improvement in order for the campus to exit Focus status.

Model Selection: The district and campus administration invited key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. Stakeholders included: Superintendent, Campus Principal, Director of Finance, Director of Educational Services, and Teachers. In all, a total of two (2) planning meetings were held in the course of a 2 week period. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions were ranked (i.e. priority, severity, urgency, complexity, or mandatory requirements). Since a significant gap was identified in the students' academic scores and teacher experience, the district chose to implement the **TTIPS Early Learning Intervention Model**. This would allow the campus to utilize funds to restructure and enhance existing resources and programs, while also implementing new programs that are research-based and effective.

Goals and Interventions: The following goals and interventions were selected to help the campus implement the selected school reform:

- Enhancing the full-day kindergarten program;
- Expanding the preschool program utilizing elements that are evidence-based and nationally recognized;
- Recruiting teachers with bachelor's degree in early childhood education or a state-approved alternative program;
- Providing high-quality professional development training to all staff;
- Reviewing instructional salaries in order to ensure that they are comparable to the salaries of local K-5 staff;
- Providing comprehensive services that encourages parental involvement;
- Improving students access to technology and curriculum that is research-based and proven to increase academic performance;
- Partnering with an independent evaluator that will identify areas of concerns;
- Increasing planning time provided through Professional Learning Communities;
- Providing teachers with additional professional development trainings that support priority school initiatives;
- Extending learning time by 30 minutes in order to increase students access to math and ELA academics; and
- Restructuring classes to ensure class sizes do not exceed 20 students and the child-to-instructional ratio is no more than 10:1. (please fix alignment)

Decision-Making Activities/Strategies: To facilitate the decision-making process and ensure that a wide range of ideas were considered, the district provided all stakeholders with the list of the campus's identified gaps and needs. Stakeholders were encouraged to submit their ideas through an online survey or during planning meetings for implementing the school reform and exiting Focus status. All suggestions were compiled and reviewed as a whole during the planning meetings. The attending stakeholders chose the solutions that provided the highest chance for generating campus reform while still conforming to the parameters of the TTIPS grant and ensuring long-term sustainability.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

- ☐ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The selected **Early Learning Intervention Model** (20 Priority Pts) best meets the unique needs of the school because the campus is in need of a high-quality preschool program. The Early Learning Intervention Model was selected because it provides the framework of developmentally appropriate expectations for children that can guide the creation, evaluation, and improvement of conditions necessary for children's educational development. We anticipate that the combined efforts of our campus families, early care and educational professionals, and the community members will provide expanded opportunities for collaborative learning experiences resulting in academic growth.

The campus clearly understands that families, early care and educational professionals, and communities can all share accountability for the academic development and well-being of the students. Since children's brain and social-emotional development are most active in the early years of their life, it is imperative that the campus collaborate with these individuals to develop learning opportunities in a variety of settings and situations. This is especially important since young children grow and learn best when all of the adults in their lives understand child development and are consistent with each other. (**Source:** *Core Competencies for Early Care and Education Professionals, 2009*)

Moreover, acquisition of research-based resources through grant funds will help support the campus personnel and student needs. Through these resources, our campus will be able to purchase items such as: Technology and hardware; RtI Curriculum; Hands-on STEM-related manipulatives; Literacy resources; and Early intervention notification programming.

Through this model, we can put in place structural elements that are evidence-based and nationally recognized for ensuring accelerated campus achievement, implement new strategies to ensure profound and radical systematic transformation, and obtain personnel buy-in in order to sustain the reform long-term. We strongly believe that through this model and acquisition of these grant funds, we can make these radical changes and experience the transformation necessary to lead the campus out of Focus status.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Actions Taken to Solicit Input from Stakeholders in Selecting the Model: As the district and campus team began reviewing the TTIPS Program guidelines and trying to determine which intervention model would be followed, it was determined that input from its close-knit community and students' families would be best to ensure their support and participation, as well as, offer program transparency. The district and campus staff discussed the methods that would be most effective in engaging these stakeholders and gathering input.

Family and the community members were meaningfully engaged in assessing the program needs and selecting the school improvement model. **(10 pts.)** Input was solicited by conducting online campus surveys. A survey was released via the Survey Console website. This survey provided the district and campus team with the opportunity to educate community members of the different intervention models that were available, as well as, receive constructive criticism from the community regarding improvements to be considered by the campus. A breakdown of each intervention was provided that included a list of possible benefits and downsides. In addition, families and the community members were given the opportunity to suggest programs to promote parental involvement, share their thoughts regarding extended learning time for students, have the opportunity to volunteer as part of the TTIPS grant implementation team, and provide suggestions for teachers' professional development trainings.

How Input Was Taken into Consideration when Selecting the Model: As part of the discussion, the district and campus administrators informed the families and community members of the following key requirements that would need to be met as part of the **Early Learning Intervention Model**:

- The need to increase classroom learning time and how this would result in either an earlier start time or later end of day schedule.
- The need to have family and community members be a part of the Implementation Team.
- The need for families and community members to take a more active role in campus activities.

The survey and meetings were open for discussion in order to allow the families and community members to ask questions and provide suggestions. The district and campus administrators utilized the survey results and the public meeting to determine that the **Early Learning Education Model** would be the best model to assist the campus in exiting Focus status. This model would also allow the district to sustain the reform long-term.

Plans to Meaningfully Engage Families and Community in the Implementation on an On-going Basis: Family and community members will be meaningfully engaged on an on-going basis through the implementation of the program. **(10 pts.)** The district/campus understand that in order for the TTIPS Program and the selected model to be successful, family and community members must remain actively engaged throughout the implementation of the program. Therefore, the administrative staff has designed the following strategies that will allow shared responsibility with the community regarding the grant's goals and the academic success of the students:

- Parents and community members will be provided with quarterly updates that details students' academic and behavioral growth. This notice will be sent to parents and community members via email and through a flyer. The flyer will include the date of the next meeting to be held. During the meeting, time will be allotted for families and community members to voice concerns and provide feedback including goal setting for families.
- The campus calendar will be enhanced in order to include added opportunities to engage family and community members. This may include: parent/teacher conferences, parent/community academic nights, counseling, etc.

Also, the TTIPS and campus staff will ensure that family and community members are a part of the Implementation Team throughout the program. In the event that an individual can no longer take part in these meeting or fails to attend, the TTIPS District Coordinator of School Improvement (DCSI) will look for replacements.

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By TEA staff person:

Schedule #14—Management PlanCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Will lead the campus through the implementation of long-term reforms, as set forth in the TTIPS Early Learning Intervention Model . This includes operating in compliance with all regulations in the Texas Pre-Kindergarten guidelines (PKG), enrolling in the Children's Learning Institute (CLI), and contracting with a community-based provider to provide the high-quality preschool programs.	<ul style="list-style-type: none"> • A minimum of a Master's Degree in Educational Management/Leadership. • A minimum of 5 years of experience with curriculum and instruction, managing programs, budgets, personnel, and experience dealing with vendors.
2.	Superintendent	Will obligate the campus to grant activities according to state regulations. Ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding.	<ul style="list-style-type: none"> • A Minimum of a Master's Degree. • Must have a State of Texas Superintendent Certificate. • A minimum of 3 years of experience in a related field.
3.	Principal	Will monitor the implementation of the program and ensure that all stakeholders are kept abreast of program growth and outcomes. Will ensure that all staff, teachers, parents, community members, and students participate in all surveys and questionnaires conducted by TEA and the external Evaluation Team. Also, will support and provide oversight to the program by attending scheduled TTIPS meetings and reviewing collected data results.	<ul style="list-style-type: none"> • A minimum of a Master's Degree in Education. • Must have a Principal Certification. • A minimum of 3 years of experience in a related field, is preferred.
4.	Implementation Team	Will meet regularly to discuss the progress of the TTIPS Program, review all data results, and address any significant issues. Will propose solutions to issues and address any changes that may need to be made to the approved TTIPS grant.	<ul style="list-style-type: none"> • Must have certification and/or degrees in a related field. • A minimum of 3 years of experience in education, is preferred.
5.	Technology Coordinator	Will research all proposed technology and software to be purchased through grant funds. Will ensure the campus has the infrastructure needed to support all new hardware and software. Will work with the DCSI and Director of Finance to place purchase orders. Will receive all new hardware and software and prepare it for student and teacher use.	<ul style="list-style-type: none"> • Must have a minimum of a Bachelor's Degree in a related field. • A minimum of 3 years of experience in a related field, is preferred.
6.	Director of Finance	Will ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding. Will review all expenditures in order to ensure they are allowable through grant funds. Will ensure that all expenditures are properly coded prior to being submitted.	<ul style="list-style-type: none"> • Must have a Minimum of a Bachelor's Degree in Business Administration. • A minimum of 3 years of experience in a related field, is required.
7.	Teacher Mentors	Will provide new and struggling teachers with oversight and training. Will serve as the facilitators during all planning learning times. Will conduct classroom walkthroughs on all assigned teachers in order to provide the teachers with feedback and suggestions.	<ul style="list-style-type: none"> • Must have a minimum of a Bachelor's Degree in a related field and preferably be bilingual. • A minimum of 3 years of experience in early childhood education preferred.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	National School Climate Center	Will assist the campus in promoting a positive and sustained school climate, which will include a safe, supportive environment that nurtures social and emotional, ethical, and academic skills. This will be accomplished by providing access to online surveys, school climate portal, Comprehensive School Climate Inventory (CSCI) Report, and Action Worksheets.	<ul style="list-style-type: none"> • Founded in 1996, Columbia University. • President is Jonathan Cohen, Ph.D. • Assisted more than 230 schools across 24 states in the United States.
2.	Children's Learning Institute (CLI)	Will assist the campus in implementing the Texas School Ready! Project as an early education approach. Will increase students' school readiness through five evidence-driven components: research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, on-going teacher mentoring, and sustainability.	<ul style="list-style-type: none"> • 10 years' experience in implementing the Texas School Ready! Program. • Experience serving more than 2,000 teachers. • Experience serving more than 350,000 at-risk students in Texas.
3.	External Evaluator	Will use a rigorous, transparent, and equitable evaluation system that employs both formative and summative data. Will conduct surveys, administer questionnaires, and conduct walkthroughs in order to collect data. Will submit a detailed evaluation report that will include all findings of the evaluation.	<ul style="list-style-type: none"> • 10 years' experience in program evaluations similar in size and scope of the TTIPS Program. • Experience in collecting data and organizing it into a comprehensive report that details strengths, weaknesses, and suggestions for improvements.
4.	Professional Development Team	Will provide a spectrum of trainings identified by the evaluation team from their formative and summative findings to help address student's academic, social and emotional needs for both students and parents.	<ul style="list-style-type: none"> • Over 15 years combined experience in providing customized professional development trainings similar in size and scope of the TTIPS Program. • Trainers will hold a minimum of a bachelor's degree in their expert field.
5.	TTIPS Instructional Coaches (Region 2 ESC)	Will work directly with teachers to provide new instructional methodologies and best practices. Will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.	<ul style="list-style-type: none"> • Experience serving as a highly qualified teacher and evaluating teachers. • A minimum of 5 years of experience in a related field. • Master degree preferred.
6.	Region 2 Education Service Center (ESC)	Will provide professional development training to teachers and staff to include: Creating a Positive Campus Climate, Classroom Walk-throughs with Reflective Practice, Applying Technology in the Classroom, Instructional Leadership Development (ILD), Mental Health, Bullying and Reporting Procedures, etc.	<p>Individuals conducting services will be required to have:</p> <ul style="list-style-type: none"> • A minimum of a Bachelor's Degree. • A minimum 5 years of experience.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods described for recruiting, screening, and selecting external providers ensures highest possible quality in providers. (10 pts.)

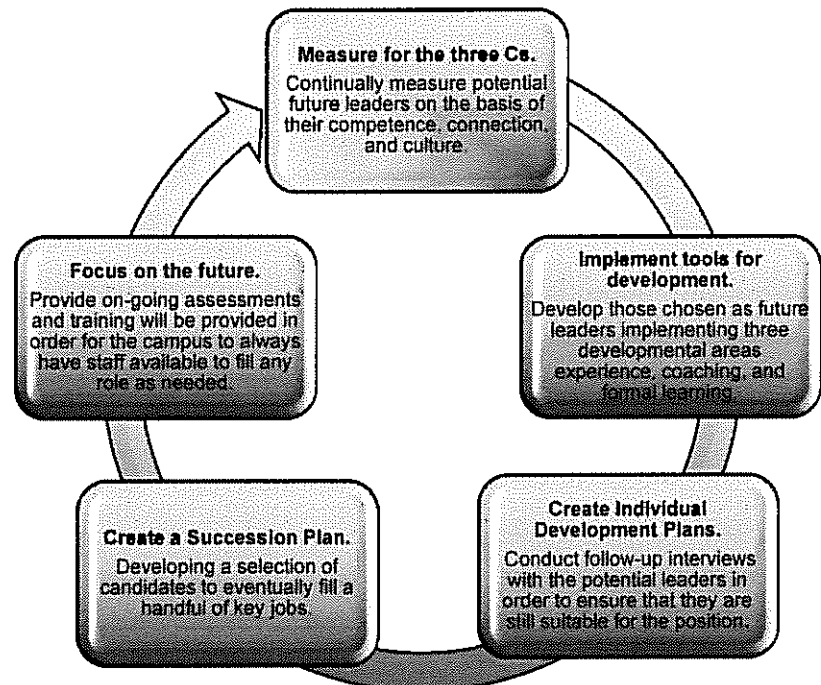
Ensure all Project Participants Remain Committed to the Project's Success: The district and campus administrators are confident that they have the capacity, commitment, and motivation to provide adequate oversight and related services to the campus staff to implement, fully and effectively, the required grant activities of the **Early Learning Intervention Model**. The campus has demonstrated a great need for the funds, as well as, a strong commitment from the School Board, Superintendent, Campus Principal, Counselor, Teachers, Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students; thus, exiting Focus status. Moreover, the district will identify and reward campus administrators, teachers, and other staff who, in implementing this model, have increased student achievement throughout the term of the grant.

The campus will provide campus support by appointing a District Coordinator of School Improvement (DCSI) to manage all activities, participate in staff development on topics determined from the campus needs assessment, enlist campus support for the initiative, and participate in all required trainings to include the Advancing Improvements in Education Conference. Campus faculty and administrators will participate in all staff development held at the school campus.

The campus will provide teachers and principal support by contracting with the various vendors to provide professional development trainings. These consultants will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. Workshops and professional development trainings will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. Teachers will also be allotted time for joint planning across all grade levels. In addition, the campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement.

Succession Management Strategies to Deliver Continuous High-Quality Programming: To ensure that the district and campus personnel are able to deliver continuous high-quality programming when there are changes in key project staff, the TTIPS **Early Learning Intervention Model** will incorporate succession management strategies. The strategies will be aligned to ensure that they are proactive and that they target every level of the organization. The diagram to the right details the research-based plan that will be utilized.

Through these succession management strategies, TTIPS staff will be trained in the role and function that they are assigned to and will be able to stand-in or support other key roles. This will especially be of use in the event that key personnel leave the district. Suitable replacements will be able to be garnered within the existing staff or if replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individuals with support during the transitioning process.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to increase capacity or create a lasting change to campus culture and practices that will be sustained after the grant period ends, the district and campus propose to provide initiatives and activities that once developed and implemented, would have the ability to be sustained after the TTIPS funding is exhausted. The district is fully aware that without these TTIPS funds, the proposed model would not be implemented to full capacity. However, the goal of the program is not to provide an easy or quick fix, but to restructure, enhance, and create new campus programs and procedures that would have a long-term effect on the campus and its students.

The district/campus will provide support to sustain the reform after the grant period ends. In order to build and increase capacity, the campus administration understands that it needs to target teachers and devise a manner to elicit a higher level of skill, confidence, and passion from them. Therefore, opportunities for promotion and career growth, coupled with financial incentives will be continued to the extent financially possible. The district is more than willing to provide teachers with the necessary professional development training, materials, and support to ensure teachers commitment. Practices that will be continued include:

- Contracting with Region 2 Educational Service Center to provide professional development training;
- Providing increased opportunities for promotion and career growth;
- Identifying teachers that have the experience and capacity to serve as teacher mentors;
- Providing teachers with professional development training designed to improve their classroom management skills, instruct new research-proven and provide effective teaching methods, etc.
- Identifying and rewarding teachers, and other staff who have increased student achievement;
- Providing training on the use of data to adapt classroom instruction; and
- Extending learning time to allow for added core area instruction.

The district and campus administrators strongly believe that through these measures, teachers will have a positive impact on students' performance.

Capacity gained through the proposed project will create lasting change to campus culture and practices that can be sustained after the grant period ends. **(10 pts.)** Once teachers and staff are committed to the campus and the academic success of the students, the initiatives that have been created through the TTIPS Program will have the ability to continue to be successfully sustained even after grant funding ends.

As an example, by utilizing grant funds to train teachers to serve as Teacher Mentors, these individuals will become proficient with providing training and support to teachers assigned to them. This will create a rippling effect where new teachers that join the district are continued to be mentored and trained by their peers and in time, they themselves can serve as mentors. This same concept is consistent to all of the planned initiatives and activities that are projected for this program.

To support the added costs (i.e. increased wages, extra-duty pay for planned activities, etc.) that will be associated with the initial program investment, the district will create a contingency plan and will actively search for supplemental funding sources or dedicate local funds that help support and sustain this program over an extended period of time. For example, Title II, Part A funding will be utilized to continue to provide professional development training to Teacher Mentors, who will utilize the Trainer-of-Trainer model to impart knowledge to other teachers. This will help to ensure the district is able to support the cost for providing on-going training. Instructional Materials Allotment (IMA) funds will be utilized to purchase teaching materials that are research-proven to increase student participation and scores.

In addition, a sustainability plan will be enforced that will include the creation of a Handbook of Operating Procedures (HOOP). The HOOP will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period. Activities will include to make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process Used To Establish Challenging Yet Attainable Performance Measures: The TTIPS Implementation Team for Collins-Parr Elementary understands that it is important to set attainable performance measures that encourage performance improvement, effectiveness, efficiency, and appropriate levels of internal controls. The processes utilized allowed for the team to develop structures and activities that support continued growth. Performance measures were created that would align with the TTIPS' Vision, Focus for School Reform, and the substantial improvement of students' achievement. The following steps were completed in the order listed: 1.) **Orientation and Readiness:** Build a common understanding for the improvement process; 2.) **Collect, Sort and Select Data for Review:** Gather information from multiple indicators (achievement, demographic, etc.) and decide what data is most pertinent to the process; 3.) **Clarify the Root Causes and Prioritize Needs:** Make data-driven decisions about areas of focus to achieve a desired outcome; 4.) **Study and Select Research-Based Best Practices:** Conduct research to find strategies and rationale for its use to improve learning; 5.) **Set Goals and Create Action Plans for Each Goal:** Identify most critical goals for student achievement based on identified challenges (specific, measurable, achievable, relevant and timely); 6.) **Implement the Plan:** A planned procedure to launch a specific action which will focus on achieving a prompt measured success to build momentum for future actions; 7.) **Monitor:** Track progress of planned activities and tasks to see if desired outcomes are being accomplished within given timelines; and 8.) **Review the Impact on Student Achievement and Revise Needs:** A routine system to determine the effectiveness of the improvement plan with opportunities to celebrate successes and to address areas of continued concern.

Ability to Exit Lowest-Performing Status: The campus will implement activities that address the 7 Critical Success Factors (CSFs) to ensure academic improvement. The factors include: CSF 1: Improve Academic Performance, CSF 2: Increase the Use of Quality Data to Drive Instruction, CSF 3: Increase Leadership Effectiveness, CSF 4: Increase Learning Time, CSF 5: Increase Family and Community Engagement, CSF 6: Improve School Climate, and CSF 7: Increase Teacher Quality. The CSFs are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts in order to exit Focus rating.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Collecting Data at a Detailed-Level: The district and campus are aware of the academic deficiencies of its students; therefore, the data collection will be focused primarily on student assessments including: STAAR, CIRCLE, Texas Primary Reading Inventory (TPRI), Tejas Lee, as well as, local campus and district benchmarks. In order to ensure that the data collected is detailed enough to inform the effectiveness of each intervention, the campus will ensure that all of its students are assessed annually utilizing one of the appropriate assessment previously mentioned.

In addition to the aforementioned data collection, the campus will collect data at a detailed-level including:

- **Participation Rates at the Activity-Level:** The DCSI will ensure that internal records are kept with documentation including activity logs, sign-in sheets for all activities, purchase orders of technology and software purchased, and professional development trainings offered.
- **Dosage Rates of an Intervention per Student:** Interventions provided to students will be tracked by the frequency and length of each session (i.e. 30-minute sessions on a daily basis) and tracked to determine the 'dosage' rates.
- **Teacher Practice Observed Rates at the Targeted Strategy-Level:** The DCSI, Teacher Mentors, and Instructional Coaches will monitor teacher performance/practice utilizing classroom observations and walk-throughs. In addition, teachers will be gauged based on student performance.
- **Academic Outcome Data at the Activity-Level per Student:** As previously mentioned, academic data will be collected utilizing state and local assessment. In addition, PEIMS 425 Reports will be generated to determine the number of disciplinary actions reported and the effect of these actions on student academics.

Inform Effectiveness of Each Intervention: In order to ensure that the data collected is reliable and detailed, the TTIPS Intervention Team will: 1.) Create and implement a data collection plan; 2.) Analyze the data on a quarterly basis; 3.) Communicate the results from the data to campus and district administrators; and 4.) Modify and/or enhance interventions, as needed. The TTIPS Intervention Team will utilize these processes for collecting data to inform the effectiveness of the each intervention and measure the program outcomes. This will allow the district and the campus to pinpoint where changes and/or improvements need to be made to the interventions being provided.

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Schedule #15—Project Evaluation (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

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Assessing the Activities on an On-Going Basis: In order to ensure the campus is effective in implementing the program activities and interventions in a timely manner and with fidelity, the District and Campus Intervention Team will actively monitor the various components of the plan. The Intervention Team, and District and Campus Administrators will evaluate the progress in meeting the improvement objectives, goals and strategies at minimum on a monthly basis to ensure any problems, issues, or concerns are addressed as soon as possible. The Superintendent, Director of Educational Services, and Intervention Team will review student performance data on a quarterly basis to determine that the campus is either making adequate progress or is maintaining performance at a high- level. At this time, any problems with the project delivery will be identified and corrected. The following is the process and staff responsible for assessing the effectiveness of program goals/activities and interventions on an on-going basis:

Assessment of Program Activities	
Process: Staff Responsible	Description
Orientation and Readiness: <i>District Administrators</i> (<i>Superintendent and Director of Educational Services</i>)	Build a common understanding and ownership for the Early Learning Intervention Model process. Develop a clear picture of what it will take to progress through the improvement process.
Gather and Organize Data: <i>Director of Educational Services, DCSI, and Implementation Team</i>	Gather information from multiple indicators (achievement, demographic, etc.). Data is prepared to facilitate analysis.
Analyze Data: <i>Director of Educational Services, DCSI, and Implementation Team</i>	Make data decisions about what areas to focus on to achieve a desired and preferred outcome. Identify root causes of the issue. This will result in an analysis of data based on narratives, charts and graphs displaying the current status of the campus. A prioritized list of challenges will be generated and used in subsequent stages to develop goals/activities and revise improvement plans.
Prioritize and Set Goals: <i>Director of Educational Services, DCSI, and Implementation Team</i>	Determine priorities based on the campus's strengths and challenges identified by data analysis. Clear, measurable and attainable goals will be created and prioritized.
Research and Identify Effective Strategies/ Practices: <i>DCSI</i>	Identify effective research-based practices, strategies, programs, and/or interventions that address the goals and root causes. This will provide the basis of improvement through additional research and analysis of data, identification of best practices, and classroom walkthroughs.
Develop and Implement Plan(s): <i>DCSI and Implementation Team</i>	Focus specific improvement plans on prioritized areas, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created.
Monitor Implementation and Progress: <i>Superintendent, Director of Educational Services, and DCSI.</i>	Monitor implementation of the action plan, identified strategies/practices, and student progress to ensure continuous progress toward achieving the goals and objectives of the Early Learning Intervention Model . Formative and summative measures will be used to see if progress is occurring toward each goal/activity. Based on this information, plans will be revised as necessary.
Review and Revise: <i>DCSI and Implementation Team</i>	Analyze formative and summative measures specified in the improvement plans to determine if student needs have been met.

Problems with Project Delivery to be Identified and Corrected: Any major changes that are identified for the implementation plan and need to be corrected will be presented to the Board of Trustees at the next scheduled school board meeting during which DCSI and/or Implementation Team will have the opportunity to discuss and select how any issues will be addressed. Once approved by the Superintendent and Board of Trustees, the DCSI will be responsible for ensuring that any changes to the program delivery are implemented immediately. If a change in the program or a new vendor is required, an amendment will be submitted to TEA for final approval. Parents, teachers, staff, students, and community members will be notified of changes via email or printed notifications.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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The staff and external providers on the project each serve a function that is essential to meet program goals and their roles are non-duplicative. **(10 pts.)Rigorous review process used to select highest-quality and best-fit external providers:** The district and campus administrators utilized and will continue to utilize a rigorous process to select high-quality external providers to conduct services and deliver products that would be instrumental to the school reform and supplemental to existing resources (*non-duplicative*). In order to ensure the proper external providers were selected, the campus first reviewed needs of the campus, the goals of the program, as well as, the planned interventions and initiatives. In addition, the administrators solicited the assistance of the district's Director of Educational Services to ensure that all external providers being considered offered services that were aligned with the campus's instructional model.

Identify a reasonably sized pool of prospective external providers: The district and campus administrators met to identify and categorize the reasonably sized pool of external providers that would be required to implement a success TTIPS Program. During the meeting, the administrators reviewed the list of providers/vendors and included any relevant research that had been collected. The pool of external providers included: Professional Development Trainers, Technology Vendors, External Evaluation Team, Curriculum Vendors, and more. Based on previous experiences and recommendations, the administrators were able to recommend external providers who had shown high levels of experience in delivering services, had a history of prior success, and were consistent with strong results in similar projects. These individuals would be scheduled to provide a product demonstration for selected teachers, staff, and the Campus Principal, as well as, to provide a bid or quote for identified services.

Assess level of experience in delivering the work: The district and campus administrators researched the number of years of service for each provider/vendor and requested information pertaining to the level of experience of its staff, along with a list of previous clients. Any provider/vendor that did not have at least 10 years of experience in providing services in the same category was notated. Additionally, previous clients of each provider were contacted in order to solicit feedback.

Determine a history of prior success; consistent strong results in similar projects: In order to determine prior success, the district and campus requested feedback from the provider/vendor's previous clients. The feedback included the degree to which the services provided had been successful in achieving the intended results and was consistent with strong results in similar projects, as well as, previous experience with TTIPS grantees. In addition, the providers were required to be experienced in implementing services that would allow the campus to function independently (build capacity) after all services have been rendered, such as implementing a Train-the-Trainer Model.

Conduct a risk-assessment related to contracting: The district and campus administrators assessed how the contracting of each external provider would support the TTIPS goals for campus reform and how the relationship would be managed. Areas of concern included the security issues related to the accessibility that would be granted to technology and students. The campus is aware that by allowing access to any provider to install technology and/or software in the district, student, teacher, and staff records are at a risk of being compromised. In addition, by allowing external providers access to the campus, they would also gain access to the students. To minimize the threat to students, teachers, staff, and parents, the district will enforce the fingerprinting policy as per the Texas Education Code (TEC), Chapter 22, Subchapter C. This will include any individual that is employed or subcontracted through the agency to provide any level of service at the campus. In addition, each provider will be required to submit a signed Confidentiality Form. This form will help to ensure students, teachers, staff, and parent's information is protected as required by FERPA.

Execute final selection and procurement: Once the experience, history of prior success, previous result, and risk-assessment were approved, a high-quality service provider/vendor for each category was selected. As per the district's policy, if the grant is awarded, any quote and/or invoice that exceed \$10,000 will be scheduled to be presented for school board approval during the next scheduled school board meeting.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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Methods described for rigorous oversight of external providers ensures on-going high-quality service and success in delivering outcomes (**10 pts.**) **Rigorous and On-going Process to Provide Oversight to External Providers:** If awarded, the campus will employ a full-time District Coordinator of School Improvement (DCSI) that will be responsible for providing oversight to the external providers. The DCSI will be required to: Be present at the on-set of the contractual agreement with each provider; Attend professional development trainings; Work with the Technology Coordinator to oversee the installation of technology, hardware, and/or software; Meet with teachers, staff, students, parents, and/or community members to discuss the quality and ease of implementation of products, services, and strategies provided by the external providers; Allow for those receiving services to complete surveys evaluating the external providers' performance; Respond to any questions, issues, and/or concerns that may arise about the external provider (s); and Provide the Implementation Team with regular updates on the external providers' performance.

Proposed Schedule to Regularly Review Provider Performance: Since each provider will deliver services at various times throughout the year and will range in frequency, the campus will create an online calendar of events that will include dates of the following activities: each of the external provider's expected services; when and method to review providers; when the preview of performance or services will be conducted; when issues will be addressed with the external provider (s); and when assessment results will be submitted to the Implementation Team for review. This calendar will be available for the DCSI, Principal, and Implementation Team to link to their cell phone or laptop in order to provide up-to-date notifications of upcoming events. This online calendar will allow for on-going and continuous oversight.

Campus/District Personnel Responsible For Oversight and Management of Providers: As previously mentioned, the DCSI will be responsible for providing direct oversight and management of the providers. The DCSI will share any issues or concerns with the providers to the TTIPS Implementation Team and the Director of Educational Services who meet to discuss the necessary steps to improve or replace the provider (s).

Process/Instruments Used to Measure and Monitor Success of Providers: In order to ensure that each of the providers is held to a high-level of excellence, the DCSI will implement several processes and will utilize appropriate instruments to constantly monitor and evaluate the success of each provider. These will include the following:

- Teacher Mentors will assist with soliciting input from teachers regarding the professional development and implementation of products and services. To gather this information, the Mentors will host face-to-face discussion groups immediately following each training session, at which time teachers will be asked to complete evaluations or provide testimonials. These evaluations/testimonials will collect teachers' input regarding the quality of the information that was provided, the presenters' ability to articulate new procedures in a manner that is easy to follow, and the teachers' opinion of the relevance of the training that was provided.
- The Technology Coordinator will assist with by providing a professional opinion regarding the technology, hardware, and software external provider(s). The Technology Coordinator will be asked to rate the quality of the products that are provided, the ease of access of installation, the compatibility with existing resources, the knowledge and experience of the installation technician (s), and the support and training that was provided to the appropriate individuals. In addition to completing a written evaluation, the Technology Coordinator will also solicit the opinions of teachers and students that will be utilizing the new resources via a short survey.

Corrective Actions Utilized to Improve Provider Performance: Based upon the results of the assessments, the DCSI may be required to meet with the providers to request a modification of services or additional support or trainings. Individuals that provide technology, hardware, and software may be asked to provide additional trainings to teachers and/or to replace products that are not functioning properly. As needed, professional development trainers may need to work with the DCSI to review the menu of available trainings and identify different trainings. If the issue is with the presenter, the DCSI will request a different presenter be assigned to the campus.

Criteria to Remove/Replace a Low-Performing Provider: Should a provider not meet the expectations or scope of work for the campus's TTIPS Program, as outlined in the written agreement/contract, the DCSI may suggest to the campus and district administrators that the provider be replaced. An alternate provider or intervention will be presented as a solution based on the previous pool of external providers identified. If it is agreed that the change is warranted, the provider will be notified in writing of the campus's decision and, if needed, an amendment will be submitted to TEA for approval.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 3:Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Will enroll in the Children's Learning Institute (CLI) in order to implement the <i>Texas School Ready! Project</i> .
2.	Will interview and hire the individual that will serve as the District Coordinator of School Improvement (DCSI).
3.	Will create a TTIPS Implementation Team that will consist of TTIPS staff, district and campus staff, teachers, parents, and community members. The Implementation Team will be responsible for meeting on a regular basis and reviewing data collected and determining if the campus is on target to meet proposed objectives.
4.	Will provide trainings on Pre-Kindergarten through 5 th grade instruction and purchase materials that are aligned with the Texas State Board of Education.
5.	Will work with the assigned Technical Assistance Provider (TAP) to create an Implementation Readiness Portfolio that is aligned to the needs of the campus.
6.	Will meet with campus staff and teachers to create Professional Learning Communities (PLCs). A schedule will be created that will allow the PLC's to meet weekly in an effort to ensure that curriculum is vertically aligned.
7.	Will contract with an independent evaluator to conduct surveys, walk-throughs, and distribute questionnaires that will provide the campus with base-data that will be used to create the Implementation Readiness Portfolio.
8.	Will meet with the district and campus staff to enhance the Campus Calendar to include added opportunities to engage parents and community members in the school culture. Including: Parent/Teacher Meetings, Open House, Parent/Community Academic Nights, etc.
9.	Will meet to assess staff and determine which teachers have the experience needed to serve as Teacher Mentors for new and struggling teachers.
10.	Will hold a meeting, which will be open to the public, in order to solicit feedback and suggestions regarding the activities to be provided through the grant program.
11.	Will meet to discuss the restructuring of the class schedule in order to allow for increased learning time. This will include extending the instructional day by 30 minutes.
12.	Will meet to review the student-to-teacher ratio in order to determine the number of support staff (paraprofessionals) needed to ensure they meet the 10:1 student-to-teacher ratio.
13.	Will review the available staff in order to ensure the campus has teachers employed that have a Bachelor's Degree in Early Childhood Education or a field within a state-approved alternative program.
14.	Will review and become familiar with the Texas Pre-Kindergarten Guidelines (PKG) in order to ensure the program operates in compliance with all regulations.
15.	Will conduct quarterly progress monitoring of implementation of grant activities and review student progress.
16.	Will schedule and meet with all approved vendors and collaborative partners for product demonstrations, create purchase orders based upon the campus's needs, arrange delivery and set-up of products, and schedule staff trainings.
17.	Will meet with the Technology Coordinator in order to ensure all hardware/software is compatible and that the existing infrastructure will support the new hardware/software. If needed, added infrastructure will be purchased.
18.	Will meet with the Director of Finance to ensure all the grant accounts are properly set-up for accounting purposes and that the purchasing processes are being properly implemented.
19.	Will create a list of professional development trainings that are needed by staff and teachers, which will be based upon solicited feedback, survey results, walk-throughs, and academic needs assessment.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Diego ISD and Collins-Parr Elementary will coordinate existing strategies and interventions, resources and facilities and other appropriate community, state, and federal resources in order to maximize the effectiveness of the TTIPS grant over the four-year program and beyond grant funding.

On-Going, Existing Efforts Similar or Related to the Planned Project: With the recent decrease in state and federal funding, the campus has struggled to provide programs that are designed to generate campus reform. The campus does; however, provide limited regular and on-going professional development to all teachers and staff. In addition, state Instructional Materials Allotment (IMA) funds are utilized to purchase teaching materials that are research-proven to increase student participation and scores. Finally, the campus will provide assessments and conducts walkthroughs for all teachers on a regular basis.

Other efforts that will have an indirect effect on the TTIPS Program include, but are not limited to:

- In-kind services from the Business Office personnel who will create purchase orders, produce monthly payroll, ensure grant expenditures are allowable and necessary;
- Usage of existing and new curriculum recently purchased through local or state funds;
- In-kind services of current campus teachers and paraprofessionals;
- Maintenance and repair of hardware, technology, and software;
- Maintenance and repair of instructional facilities;
- Utilization of existing computer labs, printers, and telephone systems;
- Utility services including: electricity, water, Internet, etc.

How Coordinated Efforts will Maximize Effectiveness of Grant Funds: If awarded, the campus will provide existing program resources to support the proposed TTIPS Program with technology equipment and training materials. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials, as well as, participate in staff trainings and meetings. In addition, the campus will utilize existing staff to provide support to the program. The Director of Finance will assist in managing grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress of the program. These funds will not be used to divert or decrease existing services required by state law, the Texas Education Agency (TEA-State Board of Education), or by local policy.

The campus administrators feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus staff to implement, fully and effectively, the required activities of the **Early Learning Intervention Model**. The campus has a great need for the funds and has a strong commitment from the Board of Trustees, Superintendent, Campus Principal, Counselor, Paraprofessionals, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the grant period, staff will continue to utilize the support of the School, Principal, Teachers, Parents, and Community to fully integrate the proposed program.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 5:Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Fatima Garcia currently serves as the Principal for Collins-Parr Elementary and will continue to act as Principal through the implementation of the **Early Learning Intervention Model**.

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

Fatima Garcia was hired as the Principal of Collins-Parr Elementary for the start of the 2016-2017 academic school year. She will be charged with the duty of overseeing the implementation of the **Early Learning Intervention Model**.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model
selected for modification:

Description of the
modification:

N/A

How intent of the original
element remains/will be met:

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	<p>Student growth plays an intricate part in an educator's evaluation. Of the 17 dimensions of the teachers' evaluation, students' academic achievement will be weighted at 1/17 of the teachers' evaluation. Therefore, to determine student's growth, the campus will utilize various data sources (<i>weight</i>) in the evaluation process including the following:</p> <p>STAAR Testing and Local Benchmarks (15%): The campus will utilize STAAR scores for the 2015-2016 calendar school-year, for appropriate grade levels, as well as, local benchmarks, as the basis for student growth comparison. Subsequent testing scores will be utilized in order to see if the campus has an increase in the number of students that met the standards. In addition, the campus will track the number of students by teachers that met the standards in order to determine if each teacher is being effective in the classroom.</p> <p>Student Attendance and PEIMS 425 Reports (20%): The TTIPS and campus staff will review attendance and PEIMS reports in order to determine if PBIS strategies are being implemented effectively in the classroom or are needed.</p> <p>Walk-Throughs (50%): District, campus, and TTIPS staff will conduct walk-throughs during the teacher's instructional period in order to determine if the teacher is effectively engaging and managing the students and classroom.</p> <p>Classwork (10%): The campus will review students' classwork regularly in order to determine whether students are showing significant academic growth. Student class scores will be compared to previous years as well as to the teacher's peers in order to determine whether the teacher is being effective in the classroom.</p> <p>Rtl Software (5%): Teachers will utilize Rtl software to assess students each month. Assessment results will assist the campus in determining if students' academics are improving.</p>
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	<p>As can be seen in the data that will be generated above, the campus will gather data from multiple sources throughout the four-year grant period in order to determine if teachers are positively impacting students' performance. Observation-based Assessments: Walk-throughs and assessments will be conducted quarterly by the District Coordinator of School Improvement (DCSI), Teacher Mentors, and Instructional Coaches on all core area teachers. An annual walk-through and assessment will be conducted by the Principal on all teachers. In addition, teachers in each core areas will be selected to have a walk-through and assessment conducted by the external Evaluation Team.</p> <p>On-Going Collection: Data will be collected on an on-going basis through multiple sources during each school year to track teachers' effectiveness, practices being implemented, and classroom management and provide struggling teachers with additional professional development training, resources, and support.</p>
Describe how the evaluation system was developed with teacher and principal involvement:	<p>The approved appraisal (evaluation) system was developed by the district- and campus-level committees and adopted by the Board of Trustees. The committees consist of district-level staff (Superintendent, Human Resource Director, and Director of Educational Services), as well as, the Campus Principal, Teachers, and Paraprofessional.</p> <p>The committees met in order to discuss the various methods that can be utilized to evaluate teachers. The administrators understand that it was imperative that multiple avenues be utilized to assess the teachers' performance. This would provide a more holistic means to determine the teachers' effectiveness. Keep this statement</p> <p>Therefore, the appraisal system will be based on observable, job-related behavior, including: (1) teachers' implementation of discipline management procedures; and (2) the performance of teachers' students. The system will be detailed by category of professional skill and characteristic and will provide separate ratings for each category.</p>

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Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The campus has developed a rewards system that will be utilized to motivate and recognize mentors and teachers whose students demonstrate an increase in academic achievement during the implementation of the Early Learning Intervention Model . Due to the comprehensive nature of the teacher reform strategies, the planned reward system will provide mentors and teachers a multi-tiered incentive program. An example of the proposed plan is provided in the table below. Funds not utilized will be redistributed to the remaining eligible mentors/teachers.		
	MENTORS		
	Basis	Amount	Total
	Paid Quarterly.	\$1,000	\$4,000
	Paid per assigned teacher (10 teacher maximum).	\$50	\$500
	Paid per teacher that demonstrates growth (10 teacher maximum).	\$200	\$2,000
	Maximum Eligible Amount Per Year:		\$6,500
	TEACHERS		
	Basis	Amount	Total
	Percent of students that demonstrate improvement in their academics.	5% - \$500 10% - \$1,000	\$1,000
	Percent of students that demonstrate improvement in behavior and truancy.	5% - \$500 10% - \$750	\$750
	Percent of parents that demonstrate an increase in parental involvement.	10% - \$150 15% - \$250	\$250
	Maximum Eligible Amount Per Year:		\$2,000

Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>Protocols: In order to support new and struggling teachers, the campus has devised a system of support that is designed to ensure the growth and success of each teacher. On-going monitoring of each core area teacher conducted by multiple district, campus, and contracted staff will help ensure that struggling teachers who are identified through the district's appraisal system are provided with the appropriate interventions to address any area of need.</p> <p>Interventions: Struggling teachers will be placed in clusters with the Teacher Mentors and Instructional Coaches to provide individualized professional development trainings that are grade-specific. The trainings will include topics designed to improve classroom management and instruction for students' academic achievement. The clusters will remain in groups of no more than 6 to allow for a high-level of intervention.</p>
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Describe the criteria established for educator removal:	<p>The criteria for educator removal will be based on the district's appraisal system Texas Teacher Evaluation and Support System (T-TESS). The approved system utilized is based on observable, job-related behavior, including the following domains: (1) Instruction; (2) Learning environment; (3) Professional practices and responsibilities; and (4) Student Progress. The system to be utilized was developed by the Texas Education Agency and adopted by the Board of Trustees.</p> <p>All teachers will have the opportunity to improve, if need be, based on the appraisal results. Teachers needing improvement will receive additional classroom observations and walk-throughs, along with appropriate intervention. Teachers will modify Goal Setting and the Professional Development Plan in order to address areas of need. The teachers' assigned Teacher Mentor, Instructional Coach, and DCSI will meet to discuss improvement and targeted intervention strategies. If no improvement is noted and no added solutions can be devised, this individual will be recommended for dismissal to the Principal. A complete report will be included with the recommendation that will include: evaluation results, a list of strategies implemented, list of trainings provided, and students' performance results. Based on this information, the Principal and Superintendent will meet with the Human Resources Department and review what steps will be followed to remove the teacher from employment. The final step will be to submit the recommendation to remove the teacher to the Board of Trustees.</p>
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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

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Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

N/A

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Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 13:High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p>	<p>If awarded, the district and campus will implement a high-quality preschool program that includes the following elements as defined by the U.S. Department of Education's Preschool Development Program:</p> <p>Schedule: The proposed preschool schedule will consist of a full-day program with students attending the minimum annual requirement of 75,600 minutes of classroom instruction. Students will arrive and be provided with a nutritious breakfast that will prepare them for the day. During the course of the day, students will be subjected to fun and engaging activities that will incorporate each of the core academic areas. This will include, but is not limited to:</p> <ul style="list-style-type: none"> • Math (i.e. counting games, identifying more-than and less-than, etc.); • Reading (i.e. read aloud, word identification, etc.); and • Writing (i.e. tracing letters and numbers, etc.). <p>Staffing Pattern and Child-to-Staff Ratios: The campus will utilize grant funding to employ one highly-qualified teacher and 5educational aides which will reduce its current student-to-instructional staff ratio dramatically from 15:1 to 10:1 based on enrollment for the grant period in effect</p> <p>Class Size Limitations: The campus assures that none of its instructional classrooms will exceed 20 students. Currently, the campus has an average classroom size of 19.6 students; however, an additional classroom will be added with the employment of a new teacher through grant funds.</p> <p>In addition, as required, a teacher with a Bachelor's Degree in Early Childhood Education or a Bachelor's Degree in any field with a state-approved alternative pathway will be hired to serve as a Teacher Mentor for all of the Pre-Kindergarten and Kindergarten teachers. This individual will be required to have a minimum of 3 years of experience working in an early education setting.</p> <p>Comparable Staff Salaries: The district offers competitive staff salaries based on qualifications and years of experience; however, the grant will also provide for additional opportunities for staff to earn incentives and receive promotion and career growth opportunities.</p>
<p>Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.</p> <p>If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.</p>	<p>Partnership:</p> <p>The proposed TTIPS Program at Collins-Parr will not partner with a community-based organization or require off-campus facilities to deliver academic instruction to its students. All students benefiting from the TTIPS Program will be enrolled at Collins-Parr Elementary (Focus Campus), which has been deemed eligible for the TTIPS grant by TEA.</p>

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Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

The campus will implement the research-based Texas School Ready! (TSR) Program for the **Early Learning Intervention Model**, which is administered by the Children's Learning Institute (CLI) at the University of Texas Health Science Center at Houston.

Research-Based: Texas School Ready! is a comprehensive, research-based professional development program for early education teachers that ensures at-risk children receive targeted instruction in critical school readiness skills. Thousands of Pre-K centers in Texas have implemented the program since 2003. As TSR has grown, researchers at the Children's Learning Institute at the University of Texas Health Science Center have been collecting incredible amounts of data to track changes in teachers' instructional practices and advancements in their students' school readiness skills. The results of this research speak to the innovation and effectiveness of TSR.

Vertical Alignment: Texas School Ready! is vertically aligned and is designed to increase children's school readiness. Its design utilizes five evidence-driven components: research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, on-going teacher mentoring, and sustainability to help ensure the success of the program.

Develops Socio-Emotional Skills: Based on research conducted on Texas School Ready!, 85% of teachers reported increases in a variety of their students' social-emotional domains, such as the development of behavioral control and caring for the feelings of others

(Source: <http://www.texasschoolready.org/why-tsr-works>).

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

Student assessment data that will be examined for the Preschool and Kindergarten classes:

The campus and its teachers will utilize the CIRCLE Progress Monitoring Tool to provide immediate feedback reports on student performance in the Pre-Kindergarten classrooms. CIRCLE will be utilized to track children's progress and provide individualized instruction to help children in group settings and one-on-one.

In addition, the district will utilize the Texas Primary Reading Inventory (TPRI) to assess students in Kindergarten-2nd grade. Children of limited English will be assessed utilizing the Tejas LEE assessment tool.

Continuous improvement and next-grade readiness:

The district will assess each child three (3) times per year in the form of a progress report. Students will be assessed at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) and the data collected will be examined by administrators to inform continuous improvement and next-grade readiness. The data and results will be shared with the student's parent/guardian.

As required by TEC, §28.006 (Reading Diagnosis), all data will be entered into the Early Childhood Data System's (ECDS) Texas Student Data System (TSDS). The ECDS will be used to collect data and inform school stakeholders of the effectiveness of the Pre-Kindergarten program that is being implemented.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

Indicate the number of existing staff rehired for work in the turnaround model implementation:

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

Indicate the number of new staff hired for work in the turnaround model implementation:

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

N/A

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Amendment # (for amendments only):

Statutory Requirement 16:New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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Amendment # (for amendments only):

Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **066-902**

Amendment # (for amendments only):

Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	<i>Improve the Instructional Program</i>	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.		The campus will select instructional materials and hardware that are scientifically-researched and effective, as evidenced through supporting academic data.	<p>6300 (\$14,000) – Computer devices and printers have been budgeted for year 1 only.</p> <p>6300 (\$205,000) - STEM-related manipulatives have been budgeted for each of the 4 program years.</p> <p>6300 (\$50,000) – Funds have been budgeted for electronic tables for student use.</p> <p>6600 (\$125,000) -Computers on Wheels (COWs) will be purchased for student use.</p> <p>6100 (\$595,000) - The district has budgeted funds for one (1) new teacher and 5 educational aides to be hired at Collins-Parr Elementary.</p>
2.		The campus will restructure classes in order to ensure that the class size does not exceed 20 students and that the student-to-teacher ratio does not exceed 10:1.	
3.		The campus will extend learning time by 30 minutes in order to increase students' access to Math and ELA academics.	<p>6100 (\$91,287) - Teachers and educational aides will be paid extra-duty pay for Extended Learning Time, as well as, Instructional Planning Time.</p>
4.		Students will be assessed utilizing the My Virtual Reading Coach (MVRG), Ascend Math, and Math Imagine (each based on student grade level) assessment. Based on the results, a curriculum plan will be developed to address each area of the students' deficiencies. Periodic assessments will be provided throughout the grant program so that the campus can adjust the curriculum plan as needed.	<p>6600 (\$301,000) - The campus has budgeted for annual Math and ELA Rtl site licenses that are research-based.</p> <p>6100 (\$31,752) - Teachers and educational aides will be paid extra-duty pay for Instructional Planning Time.</p>
5.		An external provider will be contracted that will provide workshops that are designed to increase parent and community involvement. These workshops will be available to parents, teachers, staff, and community members and will include research-based strategies that are proven to motivate parents to take a more active part in their child's educational development.	<p>6200 (\$97,295) - Various vendors will be contracted to provide professional development trainings to include parental involvement, PBIS, instructional and leadership strategies, Rtl software training, STEM training, etc.</p> <p>6400 (\$11,800) - Funds have been budgeted for trainings that require travel.</p>

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-902		Amendment # (for amendments only):
TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to increase teacher quality in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to increase teacher quality. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	As part of the Early Learning Intervention Model , the campus will create Professional Learning Communities (PLCs). Each PLC will meet weekly in order to discuss lesson plans and ensure vertical alignment, discuss best practices, review data, provide suggestions, and discuss areas of concern.	6100 (\$31,752) - The campus has budgeted extra-duty pay for Instructional Planning Time.
	Current teachers will be evaluated in order to identify those that are qualified to serve as Teacher Mentors. These individuals will be provided with professional development training that will prepare them to serve in their new role of Trainer-of-Trainers; thus, build capacity for sustainability. Each Teacher Mentor will be assigned teachers that have less than 2 years of experience and/or are struggling.	6100 (\$37,917) -Due to the amount of responsibility, a stipend of up to \$6,500 will be provided to teachers who assume the roles of Teacher Mentors.
2.		6200 (\$7,500) - Teacher Mentors will receive professional development trainings from the Region Education Service Center.
		6400 (\$11,800) - Funds have been budgeted for trainings that require travel.
3.	The campus will provide teachers' professional development training that will provide them with research-based strategies that are proven to increase students' participation, improve academics, and expand their classroom management skills. Through these trainings, teachers' confidence will improve; thus, helping to ensure an increase in teacher quality.	6100 (\$17,500) - Funds have been budgeted for substitutes to cover teachers who are attending professional development trainings on instructional days.
		6200 (\$97,295) - Various vendors will be contracted to provide professional development trainings to include parental involvement, PBIS, instructional and leadership strategies, Rtl software training, STEM training, etc.
4.		6300 (\$14,000) - Teachers will be provided with their own laptop to utilize during professional development trainings and in the classroom.
		6400 (\$11,800) - Funds have been budgeted for trainings that require travel.
5.	Research-proven resources (technology, software, hardware, manipulatives, etc.) will be provided to teachers that are designed to improve students' engagement and academics. Each participating teacher will be provided with professional development training on the proper use of these resources.	6200 (\$48,374) - The Region Education Service Center, along with various vendors will provide varied professional development based on campus and teachers' needs.
		6300 (\$14,000) - Computer devices and Printers have been budgeted for year 1 only.
		6300 (\$205,000) - STEM-related manipulatives have been budgeted for the 4 years.
		6300 (\$50,000) - Funds have been budgeted for electronic tables for student use.
		6600 (\$125,000) - Computers on Wheels will be purchased for student use.
		6200 (\$70,000) - The campus will contract two (2) Instructional Coaches through the local Region Education Service Center.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-902		Amendment # (for amendments only):
TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Leadership Effectiveness	
Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)
1.	The Principal, Mrs. Garcia, has the leadership capability to ensure the success of the Early Learning Intervention Model and will lead the school out of Focus status.	6100 (\$7,000) - The Principal will receive a stipend based on the campus percentage of students demonstrating growth from previous year's campus percentage.
2.	The principal will be provided with professional development training designed to increase her leadership effectiveness. Trainings include, but are not limited to topics such as: standards for staff development, building effective leaders, mental health, bullying and reporting procedures, creating a positive campus climate, effective school practices, classroom walk-throughs with reflective practice, and more.	6200 (\$97,295) - Various vendors will be contracted to provide professional development trainings to include parental involvement, PBIS, instructional and leadership strategies, RtI software training, STEM training, etc. 6400 (\$11,800) - Funds have been budgeted for trainings that require travel.
3.	A District Coordinator of School Improvement (DCSI) will be hired to implement all strategies of the TTIPS Early Learning Intervention Model . This individual will be solely employed to oversee, manage, and support the planned program. This individual will be provided with similar leadership training as those provided to the principal in order to ensure that she has the ability and confidence to manage the program effectively.	6100 (\$29,167) - A full-time DCSI has been budgeted. In addition to his/her salary, the DCSI will be eligible to receive a stipend based on the campus-wide percentage of students demonstrating growth from previous year's campus-wide percentage. 6200 (\$97,295) - Various vendors will be contracted to provide professional development trainings to include parental involvement, PBIS, instructional and leadership strategies, RtI software training, STEM training, etc.
4.	Succession management strategies have been created that will help ensure that the district is equipped to replace any individual that chooses to leave the district. TTIPS staff will be trained in the role and function that they are designated for, but also be able to stand-in or support other key roles. If replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process.	6200 (\$97,295) - Various vendors will be contracted to provide professional development trainings to include parental involvement, PBIS, instructional and leadership strategies, RtI software training, STEM training, etc.
5.	Regular meetings will be held in order to review the status of the campus reform and to determine if any additional trainings or support are required. During these meetings data and assessments will be reviewed.	6400 (\$11,800) - Funds have been budgeted for trainings that require travel. 6100 (\$31,752) - The campus has budgeted extra-duty pay for Instructional Planning Time.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 066-902	Amendment # (for amendments only):
<p>TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION</p> <p>Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.</p> <p>Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.</p> <ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase use of quality data</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase use of quality data</i>. <p>Use Arial font, no smaller than 10 point.</p>	
Critical Success Factor:	Increase Use of Quality Data to Inform Instruction
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
<p>The district will hire a District Coordinator of School Improvement (DCSI) to align campus curriculum and implement the <i>Early Learning Intervention Model</i>. The DCSI will: 1) Utilize the most current research based practices; 2) Vertically and horizontally align instruction; and 3) Align instruction with State Academic Standards.</p>	<p>6100 (\$29,167) - A full-time DCSI has been budgeted. In addition to his/her salary, the DCSI will be eligible to receive a stipend based on the campus-wide percentage of students demonstrating growth from previous year's campus-wide percentage.</p> <p>6100 (\$31,752) - The campus has budgeted extra-duty pay for Instructional Planning Time.</p> <p>6200 (\$97,295) - Various vendors will be contracted to provide professional development trainings to include parental involvement, PBIS, instructional and leadership strategies, RtI software training, STEM training, etc.</p> <p>6100 (\$37,917) - Due to the amount of responsibility, a stipend of up to \$6,500 will be provided to teachers who assume the roles of Teacher Mentors.</p> <p>6200 (\$7,500) - Teachers and Teacher Mentors will receive professional development trainings from the Region Education Service Center.</p> <p>6200 (\$70,000) - The campus will contract two (2) Instructional Coaches through the local Region Education Service Center.</p>
<p>Trainings will be provided to teachers to enhance their content knowledge and understanding of the TEKS. Teacher Mentors will help identify academic areas of weakness so that the campus can contract with needed content specialists from the Region 2 Education Service Center.</p>	
<p>The campus will contract with an External Evaluator to ensure continuous use of data to inform and differentiate instruction. The Evaluator will conduct surveys, as well as, conduct walk-throughs and focus group discussions. Based on these results, the Evaluator will provide suggestions and recommendations to address any areas of need.</p>	<p>6200 (\$29,833) - The campus will contract with an External Evaluator to provide services each year of the 4-year grant.</p>
<p>Teachers will be provided with RtI software that is designed to assess students and provide data on their progress. In addition, teachers will be provided training on how to utilize this generated data, as well as, STAAR testing results, benchmarks, classroom, etc. to modify their instruction.</p>	<p>6600 (\$125,000) - The campus has budgeted for annual Math and ELA RtI site licenses that are research-based and proven effective.</p> <p>6200 (\$2,500) - Professional development trainings will be provided by the RtI Software vendor for both the Math and ELA software.</p>
<p>Teachers will be formally evaluated annually. Classroom assessments will be conducted by the Principal, DCSI, Teacher Mentors, Instructional Coaches, and the Evaluator in order to gather a multitude of feedback.</p>	<p>6100 (\$74,083) - The Principal, DCSI, and Teacher Mentors will be hired or will receive extra-duty pay to conduct the teacher evaluations and classroom assessments.</p> <p>6200 (\$99,833) - The Instructional Coaches and Evaluator will be contracted to assist.</p>

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-902

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: *Increase Learning Time*

Planned Intervention

Description of Grant Costs to Support Intervention (Budget Narrative)

1.	The campus will increase student learning time by extending the school day by 30 minutes each day and will ensure that students attend at least the minimum annual requirement of 75,600 minutes of classroom instruction. This will provide teachers the opportunity to increase instruction in core area subjects.	6100 (\$59,535) - Teachers and educational aides will be paid extra-duty pay for Extended Learning Time.
2.	The campus will review the academic learning time (period when instruction aligns with students' readiness to learn) as opposed to the allocated school time (total amount of time students are at school) in order to plan strategies to more closely align these two areas.	6100 (\$29,167) - The DCSI will work with the campus and district administrators to review the academic learning time and plan strategies, as deemed necessary.
3.	Teachers will add 30 minutes of ELA studies on two days, Math on two days, and Writing on the remaining day.	6100 (\$59,535) - Teachers and educational aides will be paid extra-duty pay for Extended Learning Time.
4.	The campus will offer Saturday tutoring once every month. Tutoring will commence at 8:00 am and will last until 12:00 pm, for a total of four (4) hours.	
5.	The campus will provide after-school core academic tutorials for students in order to increase the instructional time.	6100 (\$204,015) - Extra-duty pay has been included for approximately 344 hours of tutoring to be provided by 4 teachers, as well as, extended learning time for teachers.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **066-902**

Amendment # (for amendments only):

TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: Increase Parent/Community Engagement		Description of Grant Costs to Support Intervention (Budget Narrative)	
Planned Intervention			
1.	The campus will implement various strategies to increase parental and community involvement. Strategies will include contracting external providers to provide workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Implementation Team in order to ensure their voices and opinions are included within implementation phase and during the TTIPS grant.	6200 (\$6,111) - Funds have been budgeted annually to provide professional development trainings designed to increase parental involvement.	
	The campus will ensure that parents and community members are provided with notifications of meetings and events. Various manners of notifications will be utilized in order to encourage parent and community participation. Methods for notification will include: letters sent home with students, email blasts, utilization of the school messenger system, school billboard/marquee, morning announcements, and flyers.	6300 (\$2,000) - Although this activity will be covered mostly through in-kind services, some monies from Supplies and Material will be utilized for printnotifications provided to parents and the community.	
3.	The campus calendar will be modified in order to include added opportunities for parent and community member involvement.	6100 (\$29,167) - The DCSI will work with the campus and district administrators to modify the calendar, as needed.	
	A campus academic night will be scheduled in order to provide parents and community members the opportunity to take part in the students' education. The intent of these academic nights will be to allow students to show parents the methods and resources that are being utilized to instruct them. Students will have the opportunity to "teach" parents and community members while simultaneously providing parents and teachers the opportunity to "tryout" new technologies, manipulatives, and curriculum.	6300 (\$6,000) - The campus will utilize funds from Supplies and Materials to host the academic night.	
5.	An open house will be scheduled at the beginning and middle of the year in order to allow parents the opportunity to meet the teacher and visit their classroom. Parents will be provided samples of the student's work and will have the opportunity to ask questions.	6300 (\$6,000) - The campus will utilize funds from Supplies and Materials to host the open house.	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-902		Amendment # (for amendments only):
TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Improve School Climate	
Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Contract with the National School Climate Center (NSCC) to conduct a Comprehensive School Climate Inventory (CSCI) on the campus in order to receive immediate feedback on how students, parents, and school personnel perceive the school's climate for learning. This Inventory will be re-administered in year 2 and 4 of the TTIPS Program in order to determine if the campus's school climate has improved.	6200 (\$11,143) - Funds have been budgeted for the National School Climate for each year of the 4-year grant.
2.	Based on the CSCI, the campus will: 1) Prioritize goals; 2) Research best practices and evidence-based instructional and systemic programs; and 3) Develop an action plan to promote learning and a positive and sustained school climate.	6100 (\$29,167) - The DCSI, together with the Implementation Team, will be in charge of ensuring these activities are completed and that an action plan is developed.
3.	The campus will contract with an External Evaluator to conduct surveys on teachers, parents, students, staff, and community members. In addition, walk-thoughts and focus group discussions will be performed. Based on these results, the External Evaluator will provide suggestions and recommendations to address any areas of weakness.	6200 (\$29,833) - The campus will contract with an External Evaluator to provide services each year of the 4-year grant.
4.	The campus will ensure that students feel safe and secure while at school. Strategies will be implemented to decrease the number of student-related incidents. This will include incidents of bullying, fighting, truancy, and others. In addition, the campus will ensure that no unauthorized individual is granted access to the campus.	6200 (\$6,111) - Funds have been budgeted annually for vendors to provide professional development trainings designed to improve classroom management, as well as, provide Positive Behavioral Intervention and Supports (PBIS) initiatives through external consultant.
5.	The campus will implement various strategies to increase parental and community involvement. Strategies will include the contracting of external providers to offer workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Implementation Team in order to ensure their voices and opinions are included within the design and implementation phase, both prior to and during, of the TTIPS grant.	6200 (\$62,300) - Funds have been budgeted annually for vendors to provide professional development trainings designed to increase parental involvement.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 066-902		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **066-902**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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